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## Learning Model, Build Up Sound Preception, Communication and Rhythm for Hearing Impairment (Bina Persepsi Bunyi dan Irama/ PKPBI) in Prima Bhakti Mulya School

Argiasri Mustika

Universitas Islam Nusantara Bandung  
Bandung, Indonesia

Email: [gia\\_invisible@yahoo.com](mailto:gia_invisible@yahoo.com)

Dwi Endah

Universitas Islam Nusantara Bandung  
Bandung, Indonesia

**Abstract:** Hearing impairment children are children who experience hearing problems, the problem of hearing this is divided in two, hearing impairment experienced since birth, and those experienced after adulthood. Although in the best auditer environment, the number of speech sounds that can be recognized by hearing impairment good enough to enable it to obtain a complete picture of the syntactic and phonological structure of the language is limited. In this study the problems raised are hearing impairment children who experience hearing loss from birth and lead to language skills in hearing impairment children, from the problems that occur in hearing impairment children is needed training provided to hearing impairment children to improve language skills, this exercise is called PKPBI or development of communication, sound perception and rhythm, with the reason that even though hearing impairment children have experienced total hearing loss, it is hoped that hearing impairment children can still feel the rest of their hearing, and even though it cannot, hearing impairment children are expected to be able to feel the vibration from sound sources that should still be able to heard by the hearing impairment child himself. So it can be concluded that the aim of this research is to find the right program for the development of communication for sound perception and rhythm perception. To achieve the objectives of the study, it was carried out through three stages of research, namely: 1) the preliminary study phase, where the researcher will collect initial information about objective conditions in the field (empirically) and study it by conducting literature studies (theoretically); 2) model planning stage; 3) the implementation phase of the model.

**Keywords:** Hearing Impairment

### 1. Introduction

Various limitations have been put forward by experts on hearing impairmentness, hearing impairmentness is a pendulum that is suitable

for hearing, either using aids or not using hearing aids. Someone who doesn't know what to do with hearing aids is enough to hear enough to use the hearing process. [1] According to Daniel F Hallahan and James H Kaufman (1991);Hearing disorders. A generic term that indicates hearing impairment that may range from mild to severe, including parts of hearing impairmentness and hearing impairmentness.

From this the hearing impairment is someone who experiences hearing loss, changes the day of daily life and is digging from those who do not hear and hear less. Communication is an important part of life, it can be ascertained that communication is a necessity for human beings. In communication we can express ideas ranging from thoughts and ideas, to the hopes that exist in every human being. Communication skills created by abilities that must be possessed by each individual. Through communication, individuals will feel satisfaction, satisfaction or information (information) that can be directed to individuals who are developing. Through this knowledge or information, individuals will understand the world, so information is a window for someone to develop. According to Everet Rogers he expressed his opinion that Communication is a process where an idea is transferred from the source to an acceptance or more with a view to changing their behavior. The ability to communicate generally develops scientifically if the human being is in his community.

Since humans are born, humans are equipped with communicative signals, these signals are prelingual (not in the form of language) because in this period individuals

have not been closely related to their individuals. Barriers to communication cause problems in socialization, because socialization can only be carried out with communication. In social life a person must understand his position, status, rights and obligations. Difficulty understanding things like this in children with hearing impairment is something that can hinder their social development, so that they experience obstacles in self-adjustment, in social interaction, in the association and fulfillment of other social life requirements. As a result they are always filled with feelings of shame, low self-esteem and other emotional pressures. Guidance for hearing impairment children is an effort to prepare hearing impairment children in order to achieve optimal conditions in the educational process and be able to face the demands that come from the community. Training for hearing impairment children aims to enable them to know themselves, be aware of their abilities and deficiencies, and eventually they are expected to have a positive attitude towards their own condition, have the ability to learn and work, not feel inferior and have emotional stability

Communication development programs, sound perception and rhythm are solutions for hearing impairment children to develop communication. PKPBI is an activity carried out intentionally or unintentionally, so that the ability to communicate and perceive sounds through hearing and vibrational feelings that are still possessed by hearing impairment students can be used as well as possible to integrate with the surrounding world which is full of sounds. The intentional coaching is coaching done programmatically.

## 2. Method

The research was carried out using the exploratory mixed method research design approach, namely:

"A mixed methods research design is a procedure for collecting, analyzing, and mixing both quantitative and qualitative research and methods in a single study to understand a research problem." [2]

This design was chosen because researchers had to handle two types of data namely data Qualitative and quantitative data. Borg & Call describes the stages of Research and Development (R & D) and outlines it into ten steps as follows: (1)

Research and information collection; (2) Planning; (3) Development preliminary form of product; (4) Preliminary of field testing; (5) Main product revision; (6) Main testing field; (7) Operational product revision; (8) Operational field testing; (9) Final product; (10) Dessimination and implementation. [3]

This study adapted the ten steps into 3 research stages as follows:

### 1. Stage 1

This stage includes steps 1 and 2 namely preliminary research and information collection (research and information collection) and planning and formulating objectives.

### 2. Stage 2

This stage includes looking at the early abilities of hearing impairment children at an early age, in the ability of communication, perception, sound and rhythm. After knowing the basic abilities of hearing impairment students in communication, perception, sound and rhythm, the program begins in the development of communication skills, sound perception and rhythm, which is adapted to the ability of early age students to understand each command in the program.

### 3. Stage 3

This stage includes how the program has been compiled into a learning model that can be implemented in schools, namely the development of communication, perception, sound and rhythm program

## 3. Result

The results of this study prove that communication development programs, sound perception and rhythm for hearing impairment children are considered to be able to help schools to develop the skills of hearing impairment children in communicating, and this learning model is considered able to help schools help the development or training activities become more structured

### Advice for Teachers

It is hoped that the teacher implements a program for developing communication, sound perception and rhythm in school

### Suggestions for Further Researchers

It is expected that researchers will then be able to develop a model of communication to communicate this sound perception and rhythm for school schemes or starting from school admission until the end of school graduation.

#### 4. Conclusion

From research conducted at the noble Bhakti Prima School, it can be concluded that hearing impairment children need a communication development program, sound perception and rhythm in school as a provision for adapting to the environment, the ability of hearing impaired children must continue to be honed or given structured and programmed exercises so that the ability of hearing impairment children to hear is not lost even though they have experienced hearing loss. In hearing impairment children who experience total hearing loss to continue to practice hearing loss it is still considered important because in order to get used to the practice of feeling the vibrations of sound that exist in each sound source. And finally, the program can also be developed into a learning model that can be done in schools and in every class.

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